

Early Childhood Assistance Program House Bill 250 Report

January 1, 2022

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Executive Summary

This report is in response to HB 250. The assessment was completed (November - December 2021) through a mixed method study utilizing existing publicly available data, document review, and qualitative data from interviews with key stakeholders. Documents reviewed include the DECC Strategic Plan and the PDG Consolidated Needs Assessment Summary.

Key Learnings

- As described in HB 250, SCR 55, the DECC Strategic Plan and Build Back Better, the need for a broader, unified framework to support all early learning programs across Delaware is critical.
- ECAP is a high-quality program that currently serves a small proportion of Delaware's young children in a half-day program.
- ECAP provides a good foundation for the future development of an expanded, integrated, high-quality, mixed delivery early learning system that reflects the needs and preferences of families and that serves all children statewide whose families elect to participate.

Summary

Recommendations:

Investments in **State Government Professionals, Families, and Children**

are essential for the expansion of Pre-k to reflect the needs and preferences of families.



State Government

Governance, CQI,
Data Systems, Hubs
Align Standards,

Professionals

Career Lattice,
Wages, PD

Every learner
ready for
success in
college, career
and life.

Children

Universal Screening and Referral,
Single Point of Access

Families

Building Supply,
Expanded Eligibility

Summary Recommendations

Significant investments in **State Government, Professionals, Families, and Children** are essential to achieve the vision for Delaware's children where every learner is ready for success in college, career, and life. This report recommends infrastructure investments to enable the expansion of Pre-k to serve all children statewide whose families elect to participate, in a mixed delivery system that reflects the needs and preferences of families. These recommendations are aligned to the key areas of investment in:

- **State Government**
 - Invest in the capacity (expertise, structures, full time employees) to coordinate governance and accountability
 - Strengthen continuous quality improvement
 - Integrate data systems
 - Create community hubs
 - Coordinate standards
- **Professionals**
 - Create a career lattice
 - increase wages
 - strengthen professional development
- **Families**
 - Build the ECCE supply
 - Expand eligibility
- **Children**
 - Create universal screening
 - Develop a single point of access to improve accessibility of programs and coordinate and streamline support

Report Challenges and Barriers

Limitations were experienced in the development of this report. The report was completed on a compressed timeline which did not allow for a full assessment, we had to rely on existing data and limited engagement. Future work should intentionally address limitations so that envisioned systems reforms can be designed and implemented successfully.

- **Data Reliability:** Overall, Delaware lacks the availability of organized, consistent, and reliable data. Different data sources, age groupings, timelines, and methodologies are often used. This inhibits accurate data comparisons and ability to identify trends over time. The lack of accurate and reliable data on facilities, workforce, capacity, and provider access to professional training was notable.
- **Consistency:** ECAP applications include community needs assessments, but they are created by each program provider and thus are inconsistent and difficult to compare or combine to create a statewide needs assessment.
- **Data Governance and Infrastructure:** Disconnected early childhood data, lack of access, and clear definitions limited the ability to answer key questions.
- **Limited Ability to Disaggregate:** Key data is not collected or is not available to disaggregate and understand the differences in the inputs, outputs and outcomes by important categories of children (e.g. geography, income, race, disability status).

Background and Policy

Background: House Bill 250

375. The Department of Education (DOE) shall conduct a community and workforce needs assessment related to the Early Childhood Assistance Program (ECAP) and report to the House and Senate Education Chairs, Governor, and Delaware Early Childhood Council by January 1, 2022. The report shall address the

(a) community needs for pre-k for 3- and 4-year-olds based on the demographics of children, district and early learning provider facilities capacity assessment, provider access to professional development and quality improvement, and quality standards of programs; and

(b) early childhood educator workforce, including qualifications and critical needs areas. Demographics shall include children from families with low incomes; children from major racial/ethnic groups; children with disabilities; dual language learners; children living in foster care; and children from families experiencing homelessness. The report shall include recommended infrastructure investments to enable expansion of pre-k to serve all children statewide whose families elect to participate, in a mixed delivery system that reflects the needs and preferences of families. Infrastructure shall include facilities upgrades and expansions, workforce training systems, and capacity building efforts.

Background: ECAP Description

The ECAP programs are models of Delaware's highest quality preschool. Programs commit to serving unserved and underserved communities through continuous quality improvement processes that result in:

- comprehensive, high-quality early learning services for eligible preschool aged children;
- collaborations with community programs to ensure the delivery of holistic services to children and families; and
- shared learning across all Early Childhood Assistance Programs.

Background: ECAP Objectives

- Provide eligible three and four-year-old children and their families in unserved and underserved communities with high-quality early childhood educational and comprehensive services as defined by relevant federal and state statutes, regulations, and standards.
- Engage in continuous quality improvement activities and participate in and facilitate shared learning across all ECAPs to assure the delivery of holistic services to children and families.
- Use data-informed decision making and maximize available resources to provide effective high-quality early childhood educational and comprehensive services.

Background: ECAP Goals

- Ensuring that program's services are responsive to the community's, families' and children's needs;
- Provision of educational, health, nutritional, family, and community engagement program services;
- School readiness goals that align with the Head Start Early Learning Outcomes Framework;
- Effective health and safety practices to ensure children are safe at all times;
- Continuous self-assessment of program and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high-quality program services.

Policy: Notable Early Learning Policies and Reforms

Reform to Delaware's early learning system is not happening in a vacuum nor is it starting from scratch. In addition to HB 250, a number of other directives in federal and state code and regulation influence the direction of early learning. Since ECAP was created in 1996, significant investments have been made and several state and federal early learning policies, funding, and reforms have occurred. These are an important foundation to build from.



Policy: Title 14, Chapter 30

Title 14, Chapter 30, defines and governs the State Early Childhood Education Program (ECAP), the Delaware Stars for Early Success quality rating and improvement system, and the Delaware Early Childhood Council (DECC).

What is the connection to ECAP?

This code defines the high-level framework that ECAP operates within.

Policy: SCR 55

- Directs the Department of Education to create streamlined, consistent regulations to conform with public school code and regulations found in Title 14 that pertain to children ages birth to five who are not yet in kindergarten and who are enrolled in public school, the DELCARE Regulations, the Early Childhood Assistance Program, and Delaware Stars for Early Success.”
- Resolves “that the regulations for family child care, child care centers, and licensed early education programs in public schools must align with a similar framework and establish a common set of quality benchmarks, with minimum standards required in order to gain licensure.

What is the connection to ECAP?

This legislation reinforces the desire for an aligned and integrated early learning system.

Policy: Delaware Early Learning Council (DECC)

The Delaware Early Childhood Council is defined in Title 14 Chapter 30. In 2020 they released a Strategic Plan titled [*Strengthening Early Success: Building Our Future Together*](#). In that plan they set out a framework with four components:

- 1) Access to holistic services
- 2) Navigate a simple system
- 3) Access to high quality programs
- 4) Partnership with professionals.

What is the connection to ECAP?

This lays out a vision of the future that ECAP is a part of and will play a role in defining.

Policy: SCR 36 Response

An Initial Framework: Early Childhood Educator Target Compensation Scale and Professional Pathway, was developed by the workgroup convened to respond to SCR 36. The framework's principles include:

1. Early childhood educators are skilled professionals; their interactions with children are the primary driver of the quality of experiences for our youngest learners.
2. Adequate compensation is the foundation of a quality workforce. Building a high-quality early childhood system requires a diverse, well-trained, fairly compensated, and professionally supported workforce that is stable enough to build meaningful relationships that are the backbone of healthy child development.
3. Delaware must find a solution to this compensation crisis that does not harm families' access to affordable care or penalize experienced educators by devaluing their experience.
4. Early childhood programs should have the ability to create their own pay structures as long as they meet state laws. Delaware must provide sufficient a. funding to meet these targets before increasing requirements on programs.

What is the connection to ECAP?

The appropriate level of support for early childhood educators is essential to the creation of high quality programs and improved outcomes for children.

Policy: American Recovery Plan Act (ARPA)

- The American Rescue Plan Act (ARPA) is providing \$66,752,816 in direct grants to support eligible early child care professionals across the state through the Delaware Early Education and Child Care Stabilization Fund.
- The grants will cover eligible expenses resulting from the COVID-19 pandemic, with the goal of helping early child care professionals stay in business and making child care more affordable for families.

What is the connection to ECAP?

This funding is critical to allow existing providers stay in business during the pandemic and maintain the current foundation to build from.

Policy: Build Back Better

At the time of this report (December 2021), President Biden's Build Back Better (BBB) plan has not yet passed the US Senate. If a version of this is passed and that the early learning components of the plan stay mainly intact, Build Back Better may have a profound impact on early learning in Delaware.

What is the connection to ECAP?

- To participate, providers must be licensed and participating in a tiered quality measurement system.
- The highest tier of this system must meet or exceed federal Head Start performance standards, which are already the basis of the ECAP standards.
- Significantly raises the income threshold for families to participate, resulting in the vast majority of Delaware families being eligible to receive child care subsidies, whereas now only a small percentage of families participate in ECAP or receive child care subsidies.
- Requires states to ensure adequate wages for child care professionals, include a living wage and wages equivalent to elementary educators with similar credentials and experience.

Current Status and Data

Data Analysis Summary

- ECAP funding and number of children served has remained largely unchanged for over 20 years.
- Delaware has a low level of participation in early learning programming overall and ECAP currently only serves a small percentage of families.
- Challenges for Delaware's early learning workforce include compensation and the recruitment, hiring, and retaining of high-quality staff.
- To serve additional children and improve quality, key investments in rates, teacher compensation, facilities, workforce training and professional development, state government program management, and data infrastructure will be necessary.
- Questions remained unanswered around issues of equity of access, environments, quality, and outcomes for children, families, and providers.

ECAP Data Summary

18

Programs

847

**Children
Served**

4%

**% of 3 - 4 year
olds served**

\$7,277

**Funding
per child**

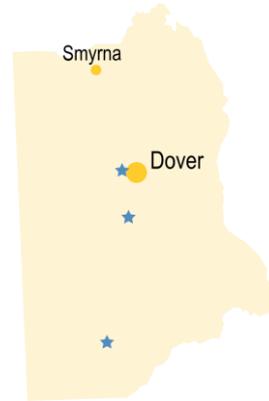
(A complete set of data can be found in the tables in Appendix 1)

ECAP Provider Locations

- ECAP contracts with 10% of the high-quality centers in the state
- All ECAP programs are required to participate in Delaware Stars and to maintain at least a 4 star rating (out of 5)



New Castle



Kent



Sussex

Data: Children Served

Children Served:

The ECAP program serves 847 children

- 4% of all 3-4 year olds (n=22,202)
- 22% of 3-4 year olds living in poverty (n=3,774)

National Comparison:

When compared to similar programs nationally, ECAP is ranked:

- 42nd in terms of access for 4 year olds
- 24th in access for 3 year olds

(2020 Source: National Institute for Early Education Research Report 2020 (www.nieer.org))

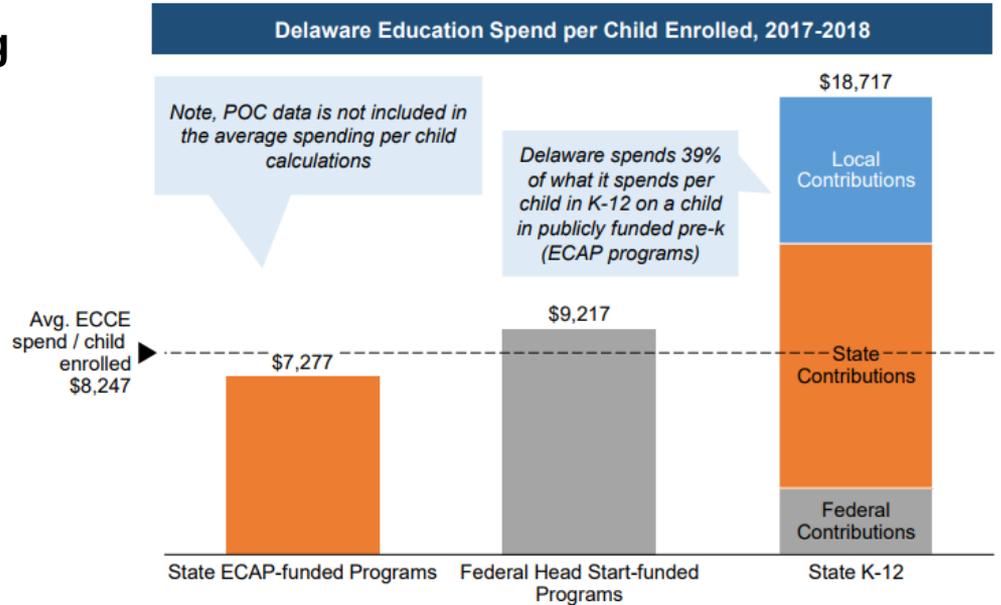
DE Child Data	American Indian	Asian	Black	Hispanic	White	2 or more
% of 0-4 Population	<.5%	5%	24%	19%	45%	6%
Child Poverty	Unk	4%	28%	Unk	12%	Unk

(Source: KIDS COUNT)

Data: Programs and Funding

Delaware Investment in Early Learning

- Annual total funding for ECAP is \$6,139,400
- Funding has been flat over the course of the program, resulting in losing ground to inflation
- Using 2020 dollars, the program spent \$8,762 per child in 2008, compared to \$7,277 in 2020
- Delaware spends more than 2.5 times as much per child in K-12 compared to ECAP
- Only 23% of eligible children 0-5 are enrolled in subsidized child care



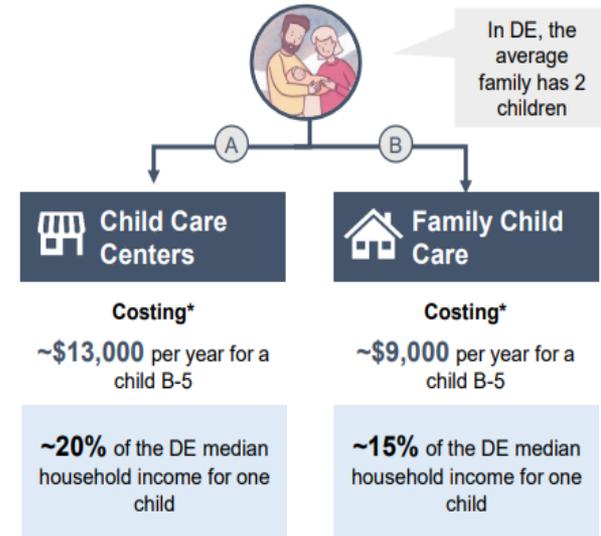
Source: PDG Consolidated Needs Assessment Summary
National Institute for Early Education Research "The State of
Preschool 2018" Report

Data: Programs and Funding

Early Care and education is expensive for families.

- 80% of Delaware's children have all available parents in the workforce
- At a POC plus program, 35% of program fees are not covered for POC eligible families
- Full-time, full-year minimum wage earners in Delaware pay 43% of their earnings on child care
- The annual cost of center based child care is roughly equivalent to in-state tuition at the University of Delaware

A typical family, not eligible for public programs, has two options for formal ECCE....



Source: PDG Consolidated Needs Assessment Summary

ECAP Quality

The National Institute for Early Education Research (NIEER) assesses state preschool policies using a set of minimum quality standards benchmarks that focus on process quality and reflect research on effective early childhood education.

- The ECAP model meets 9 out of the 10 NIEER benchmarks

QUALITY STANDARDS CHECKLIST

POLICY	DE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); At least AA with 50% BA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Working towards CDA or equivalent	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	90 hours/5 years (public teachers); 18 hours/year (nonpublic teachers & assistants); 15 hours/year (public assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

Source: NIEER - State of Preschool 2020

Data: ECE Workforce Compensation

- The hourly salary of a child care teacher is \$10
- 1/3 of early childhood educators in Delaware are on some form of public assistance
- Low compensation leads to high turnover, which negatively impacts children's learning

	Community-Based Child Care Setting (nonprofit center, small business, family child care)	School District Pre-School Child Care Setting	Kindergarten -3 rd Grade Public Education Setting
Average Pay	\$10.19/hour (~\$21,000 annual)	\$44,000 starting; \$61,000 average for lead teacher- Can earn 6 figure salary over career	
Day and Year	8-10 hours/day and 12 months/year	7.5 hours/day and 10 months/year (188 days)	
Benefits	Mostly none (variable by organization)	State health insurance and FMLA benefits	
Paid time off, retirement		Yes	
Salary Scale	Variable	State level scale in code	
State Investment	Below true cost of care and federal benchmark	Special education students and state Pre-K funded below K-12 funding formula rate	All children funded with additional funding based on need
Access	Less than 20% of children under 5 eligible for and covered by public funding; only 20% of eligible families participating		Available to all
Minimal Educational Requirements	High school degree plus 120 hours of early childhood training (<i>See Appendix for details</i>)	Bachelor's Degree or Alternative Route in Education	

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Source: ECE Target Compensation Scale Framework

Data: Outcomes and Impact

Data on outcomes for 3 and 4 year olds is limited and largely unknown.

- Limited understanding or data to validate whether STAR level is associated with positive child outcomes
- Only 1/2- 2/3 of students enter kindergarten with the skills they need to succeed in school

Only about 1/2 to 2/3 of students enter kindergarten with the skills they need to succeed in school:



58% Social and emotional

61% Physical

53% Language

70% Literacy

54% Cognitive

45% Mathematics

Higher Star rated programs **have elements associated with outcomes based on research**— and are associated with higher levels of social emotional development, which is associated with literacy skills

About half of child care centers are in the Stars Quality Rating and Improvement System (QRIS), and **59%** of those rate a **4 or 5 Star** (out of 5)



Delaware **does not track suspension and expulsion** of young children



51% of 3rd graders score proficient or on grade level in reading;

35% Black

37% Latinx

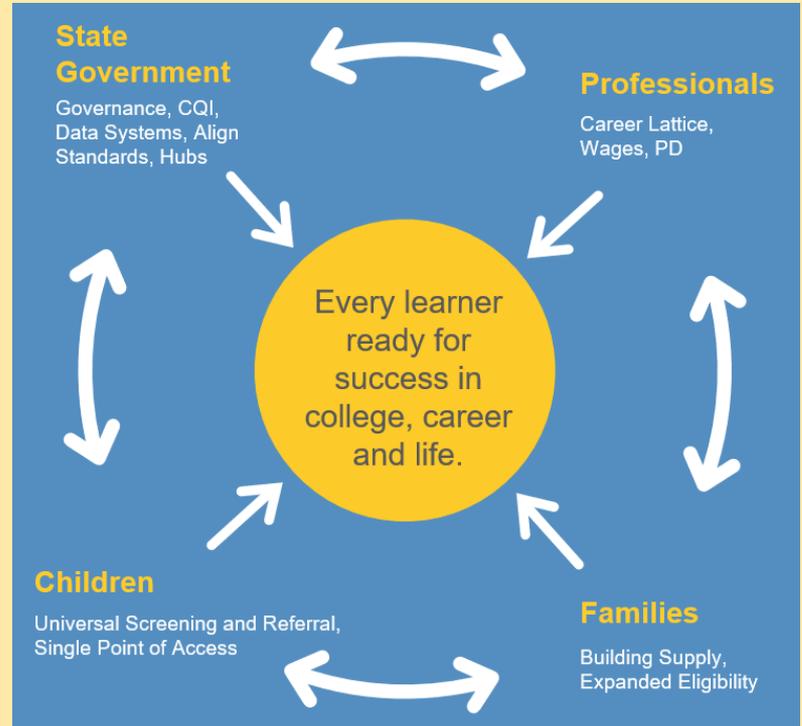
35% Low-Income

Students score about **35%**



Elementary school principals are not required to have any training in early childhood development, which applies to **65%** of elementary grades

Recommendations



Summary Recommendations

Significant investments in **State Government, Professionals, Families, and Children** are essential to achieve the vision for Delaware's children where every learner is ready for success in college, career, and life. This report recommends infrastructure investments to enable the expansion of Pre-k to serve all children statewide whose families elect to participate, in a mixed delivery system that reflects the needs and preferences of families. These recommendations are aligned to the key areas of:

- **State Government:**
 - Invest in the capacity (expertise, structures, full time employees) to coordinate governance and accountability
 - Strengthen continuous quality improvement
 - Integrate data systems
 - Create community hubs
 - Coordinate standards
- **Professionals:**
 - Create a career lattice
 - increase wages
 - strengthen professional development
- **Families:**
 - Build the ECCE supply
 - Expand eligibility
- **Children:**
 - Create universal screening
 - Develop a single point of access to improve accessibility of programs and coordinate and streamline support

State Government

Investing in state government's capacity (expertise, structures, and staff) to effectively manage ECCE programs is critical to effectively and efficiently deploy the supports necessary to the development of a high-quality, integrated, mixed delivery early learning system that reflects the needs and preferences of families.

- Coordinate and integrate early childhood governance.
 - There are currently 11 ECCE divisions across 3 departments (DOE, DHSS, DSCYF). This leads to an inefficient, duplicative, and complex system for families, professionals and programs.
 - Consolidate governance of programs, funding and services to create a more unified family experience.
 - An additional number of full-time employees will be required to staff the increased size and coordination needs.
- Strengthen the Continuous Quality Improvement (CQI) System so it can support more programs moving up the quality pathways.
 - Adopt a multi-tiered system of support.
 - Require publicly funded programs to participate in quality improvement and reach higher levels of quality.
- Integrate data systems and prioritize data analysis (including the capacity to disaggregate the data) to facilitate collaboration and transitions, and to inform continuous quality improvement.
- Support families in meeting their children's needs and finding the right program fit through Community Hubs. Hubs are an innovative way to connect resources so families and service providers can better access services, technical assistance and support.

State Government: Coordinate Standards

Coordinating and streamlining standards and regulations for early childhood programs and services is essential for more efficient and effective use of resources.

- Licensing standards are the foundation, and Head Start performance standards are the goal
- The continuous quality improvement system (currently Delaware Stars) will need to be reconfigured to create pathways to support providers progressing from licensing towards the Head Start standards
- There are many points of connection between the four current sets of standards. The next step is to clarify the pathways between Licensing as the foundation and Head Start as the goal.

Head Start and ECAP Standards



State Government: Coordinate Standards

Delaware Early Learning Standards Coordination

The table below is an example of how the four current early learning standards address the domain of Child Learning and Development. As can be seen, while there are differences in what they each address, there are also many points of connection between the four current sets of standards.

Domains	Licensing	Stars	ECAP	Head Start
Child Learning and Development	Early Care and Education	Relationships with Children	Teaching and Learning Environment	Education and Child Development Services
		Playful Learning Environments		
		Promoting Children's Learning	Developmental Screening and Assessment	
	Physical Environment and Safety (Caring for Our Children)		Health and safety	Services for Children with Disabilities

Professionals

An essential component of high-quality early learning and improved outcomes for children is a strong relationship with a well-qualified teacher. The recommendations below are the reforms needed to support the early learning workforce that Delaware's young children deserve.

- Career Lattice
 - Establish routes to advance qualifications from CDA to BA
- Wages: Poor compensation does not incentivize entrants into the profession, retention, or professional development. Compensation levels must be increased and benefits must be offered to secure the workforce needed.
 - Elevate wages equivalent to K-12 teachers with similar credentials
- Professional Development: Time and support must be provided to help professionals advance along the career path, including increased training offerings, loan forgiveness, professional development stipends, and wage enhancement programs.

Families

Delaware's families do not have access to the early learning settings they need. There is not enough of it and what exists is very expensive. In order to address these dual challenges, we must invest in:

- Building the ECCE Supply
 - Invest in facilities to meet the needs of providers and expand access of care to families
 - Increase investments to reimburse all programs based on the true cost of quality care
 - Invest in full-day programming and extended and flexible hours for parents with non-traditional work schedules
 - Focus on the development of programs in child care deserts
- Expanding Eligibility
 - Increase the income threshold for families to be able to access subsidized early care and education supports
 - Establish income disregard policy for early childhood educators that have accessed social support services due to poverty level wages

Children

If we believe that children are our future, we must invest in them. This includes improving services they receive through:

- Universal screening and referral
 - Develop a data system to track family eligibility across all ECE services
- Single point of access
 - Develop virtual and in-person sites to help families understand what services are available to them and how to access them.
 - Adopt a family navigator orientation, placing families and their needs at the center as opposed to elevating the structure of the system
 - Support families in meeting their children's needs and finding the right program fit through Community Hubs. Hubs are an innovative way to provide a single point of access to better connect families and service providers.

Appendix 1

Additional Data

Appendix I: Data Requirements in the ECAP Scope

Topic	Data	Source
Demographics of children	<ul style="list-style-type: none"> • Birth to 5 - 65,366 • 3 and 4 year olds - 22,202 	Kids Count DE Pop Consortium
Low incomes	<p>Kids Birth to 5 in poverty</p> <ul style="list-style-type: none"> • 17% = 10,000 • 3-4 year olds in poverty = 22,202 x 17% = 3,774 <p>All kids in poverty = 32,000</p>	Kids Count (2019)
Race/Ethnicity	<p>Children 0-4</p> <ul style="list-style-type: none"> • American Indian - 144/ <.5% • Asian - 2,682/ 5% • Black - 13,313/ 24% • Hispanic - 10,267/ 19% • White - 24,686/ 45% • 2 or more - 3,369/ 6% 	Kids Count (2020)

Data Requirements in the ECAP Scope (Continued)

Topic	Data	Source
Child poverty by race	<ul style="list-style-type: none"> • Asian - 4%, • Black - 28%, • White 12% 	Kids Count (2017)
Children with disabilities	<p>Children aged 0-3 served in Early Intervention (EI) System - 2,573</p> <p>Pre-K Special Ed - 2,349</p>	<p>Kids Count</p> <p>DHSS B-3 (2020)</p> <p>DOE</p>
English Language Learners	Kindergarten ELL = 11% (1,059)	<p>Kids Count (2019/20)</p> <p>DOE</p>

Appendix I: Data Requirements in the ECAP Scope (Continued)

Topic	Data	Source
Children in foster care	Avg Monthly = 579 Total Served = 902 Birth to 5 = 193	Kids Count DCYF (2020) Child Trends (AFCARS 2019)
Children from families experiencing homelessness	Homeless students = 1,557	Kids Count (2019/20) McKinney Vento Act

Appendix I: Data Requirements in the ECAP Scope (Continued)

Topic	Data	Source
<p>Provider facilities capacity assessment</p>	<ul style="list-style-type: none"> • 979 Centers (35% Centers (343), 65% FCC (636)) <ul style="list-style-type: none"> ◦ Licensed capacity (86% Centers, 14% FCC) • 25% of all DE residents live in a child care desert • 23% of eligible children B-5 enrolled in subsidized care • 14% of all children B-5 served by public child care 14% x 67k = 9380 • 5% of Delaware's 3 and 4-year olds are served by the state Pre-K program • 2% 3 year-olds and 5% 4 year-olds served by Head Start • Half of children 3 and 4 are not in a preschool experience. • DE ranks 41st in the nation in terms of % of 3-4 year olds enrolled in ECAP, Spec Ed or HS 	<p>PDG Consolidated Needs Assessment Summary</p>

Data Requirements in the ECAP Scope (Continued)

Topic	Data	Source
<p>ECAP</p>	<ul style="list-style-type: none"> • 18 ECAP programs • Flat funding over the life of the program (\$6,149,300) • NIEER - The State of Preschool 2020 <ul style="list-style-type: none"> ○ 847 children - 5% of 4 year olds and 2% of 3 year olds ○ \$6,149,300 total funding - \$7,277 per child ○ COVID - programs paid based on enrollment, not attendance, and an Enhanced reimbursement tiered payment system was created ○ Contracts for ECAP seats are determined based on Community Needs Assessment data ○ PD - each program given T/TA award to utilize towards individual program PD, and every program is allotted funds for onsite training provided by DIECC ○ Program meets 9/10 Quality Standards - does not meet teacher degree standard ○ Rankings <ul style="list-style-type: none"> ▪ 4 year old access = ranked 42nd nationally ▪ 3 year old access = ranked 24th nationally ▪ State Spending = ranked 10th nationally ▪ All reported spending = ranked 21st nationally 	<p>DOE and National Institute for Early Education Research (NIEER) State of Preschool 2020</p>

Appendix I: Data Requirements in the ECAP Scope (Continued)

Topic	Data	Source
<p>Head Start</p>	<ul style="list-style-type: none"> • 5 grantees - 19 HS programs, 22 EHS programs • Funded HS + EHS enrollment = 2,147, cumulative enrollment 2,672. <ul style="list-style-type: none"> ○ 0-2 (includes pregnant women) = 776 ○ 3 year olds = 794 ○ 4 year olds = 1013 ○ 5+ = 89 • HS - income below 100% = 76.8% - compared to 60% region and 69.6% nationally • EHS - 80.4% below 100%, region 67%, national 69% • 13% DE programs full day - compared to 61% regionally and 59% nationally • 38% HS primary language other than English, compared to 23% regionally and 28% nationally • 6.6% enrolled white, compared to 35% regionally and 24% nationally • 72% of teachers meet HS qualifications, compared to 85% regionally and nationally 	<p>Head Start Needs Assessment</p>

Data Requirements in the ECAP Scope (Continued)

Topic	Data	Source
Quality standards and programs	<ul style="list-style-type: none"> • About half of child care centers are in the Stars Quality Rating and Improvement System (QRIS), (17% FCC, 41% large FCC, 69% centers) and 59% of those (269) rate a 4 or 5 Star (out of 5) • 1/2 to 2/3 of students enter kindergarten with the skills they need to succeed in school: 54% Cognitive, 70% Literacy, 53% Language, 61% Physical, 58% Social and emotional, 45% Math 	PDG Consolidated Needs Assessment Summary
Early childhood educator workforce	<ul style="list-style-type: none"> • 8,104 ECE professionals at licensed B-5 center based programs (note: data is not consistently tracked for family child care professionals) • Percent Female - 93% • Percent over aged 30 - 56% (compared to 28% nationally) • % less than 1 year at their facility - 43% • % less than 2 years at their facility - 62% 	PDG Consolidated Needs Assessment Summary
Qualifications	<ul style="list-style-type: none"> • 1 in 5 professionals at star-rated programs have a bachelor's degree (with ECE credits) 	PDG Consolidated Needs Assessment Summary
Critical need areas	<ul style="list-style-type: none"> • There is a disconnect between what trainings providers report they want (challenging behaviors and positive behavior supports) and what they get (observation & assessment, and environment & curriculum) 	PDG Consolidated Needs Assessment Summary

Appendix II

Resources and Information

Appendix II: Resource Materials/ Data Sources

1. [KIDS COUNT® Data Center](#)
2. [2020 NIEER State of Preschool Yearbook](#)
3. [DECC Strategic Plan](#)
4. [PDG B-5 Consolidated Needs Assessment Summary](#)
5. [PDG B-5 Data System Needs Assessment](#)
6. [PDG Cost of Quality Study](#)
7. Head Start Needs Assessment
8. Initial Framework Early Childhood Educator Target Compensation Scale and Professional Pathway